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ABSTRACT

In summer 1975, McLennan Community College selected 64 counselor-trainees to participate in two 2-week summer camp sessions, each of which involved 50 deaf or hard of hearing children, ranging from 7-12 years of age. Trainees had minimal manual communication skills, and were selected from applicants who were either enrolled in training programs related to working with the deaf or hard of hearing, currently working in paraprofessional roles in this field, or interested in exploring this career opportunity. Each trainee was enrolled in McLennan Community College and received either four or five semester hours of credit for the four weeks of experience and training. Trainees worked directly with the Camp Director and Resident Coordinator and were responsible for a particular instructional activity (swimming, canoeing, horseback riding, archery, riflery, and nature study). The Camp Director and Coordinator worked together in orienting the trainees in the organization and operation of the camp. Instruction was given in child growth and development, with emphasis on social development principles, behavior modification, recreation skills and crafts for individuals and groups, and total communication skills including finger spelling, signs, body language, and vocabulary. Sample training materials are appended. (DC)

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INTENSIVE TRAINING FOR TEACHER AIDES WORKING WITH HEARING IMPAIRED CHILDREN

DEVELOPED THROUGH THE COOPERATIVE EFFORTS OF

THE DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT
DEPARTMENT OF OCCUPATIONAL AND TECHNICAL EDUCATION
TEXAS EDUCATION AGENCY

AND

MC LENNAN COMMUNITY COLLEGE
WACO, TEXAS

PREPARED BY

DR. ANN GARRETT, DIRECTOR
CHILD CARE AND DEVELOPMENT PROGRAM

DR. CHESTER R. HASTINGS
VICE-PRESIDENT, PROGRAM DEVELOPMENT

JC 760 077

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To Mary Barefield, Director of the Statewide Program for the Deaf, for her contributions to the 1975 Summer Camping Program for the Deaf and Hard of Hearing.

To Larry Graham, Director of Camp La Junta, whose expertise in planning and constructing the new Honey Creek Campsite gave us the setting for two months of intensive interaction between counselors and children with hearing impairment.

To Walter Camenisch, Acting Director of the Camp, who so ably gave leadership and also served as a model to the deaf counselors and campers in communication skills which must exist between the hearing and deaf participants.

To Bea Harper, staff person from the Statewide Program for the Deaf, assigned liaison to the Trail Project, for her many "emergency" services to campers and counselors throughout the eight-week period.

TABLE OF CONTENTS

PAGE NO.

ACKNOWLEDGEMENTS iii

TABLE OF CONTENTS v

BACKGROUND 1

OBJECTIVES 2

METHODOLOGY 2

I. Setting 2

II. Groups 2

III. Instructional Goals and Activities 6

IV. Project Time Schedule 8

V. Daily Activity Schedule 9

VI. Evaluation and Recommendations 9

ATTACHMENTS

A. Student Counselors 19

B. Camp Trail Counselor Orientation 1975 25

C. Profile Progress Report 33

D. Cabin Lists 37

E. Sample Activities Matrix 43

F. Sample of Training Materials Used 47

BACKGROUND

A project entitled "Training in A Summer Camp Setting for Paraprofessionals Working with The Deaf and Hard of Hearing" was conducted by McLennan Community College during July-August, 1974, in cooperation with the Division of Occupational Research and Development, Department of Occupational Education and Technology and the Division of Special Education, Texas Education Agency and the Statewide Project for the Deaf. Several general and specific recommendations evolved from this project including replication of the project with certain specific modifications to be incorporated into the operation and design of the project at the suggestion of the Statewide Project for the Deaf and the Department of Special Education and Special Schools, Texas Education Agency.

Additionally, "A Statewide Design for Education of The Deaf in Texas," published in October, 1974, by the Texas Education Agency, p. 41, states that one of the basic criteria for educational programs for the deaf is that "There should be provision for special programs, such as outdoor learning facilities (camps) for use by children and staff to provide opportunities for extended living and learning experiences."

The regionalization of educational programs for deaf and hard of hearing children by the Texas Education Agency has created a need for paraprofessionals trained to work with these children and also a need to encourage persons to consider career goals in relation to the handicapped.

OBJECTIVES

To develop and implement short-term intensive experiences for persons working in/or training for careers in paraprofessional roles with students who are deaf or hard of hearing and also to provide a setting in which a person can viably explore their interest in working with the handicapped as a career role. There will be instruction in child growth and development, with emphasis on social development principles; primary and secondary procedures effective in behavior modification; recreation skills and crafts for individuals and groups; and total communication skills including finger spelling, signs, body language, and vocabulary with to and receptive drills will be incorporated into a 24-hour per day summer camp setting involving deaf, hard of hearing and hearing children.

METHODOLOGY

I. Setting

Camp Honey Creek, located approximately 14 miles west of Kerrville (near Hunt) on the south fork of the Guadalupe River in the heart of the Texas Hill Country was the project site. This camp is an adjunct of Camp La Junta, which has had three successful years of experience with similar special camps in 1972, 1973 and 1974. The objectives of this proposal were accomplished within the fourth successive edition of Camp Trail (Training, Recreation and Instruction in Language) during the period of June 1, 1975 - August 31, 1975.

II. Groups

A. Children

One hundred fifty deaf children currently enrolled in Texas public schools/classes for the deaf and 50 hearing children--all ranging in age from

7-12 years of age were provided a complete two-week camping experience at Camp Honey Bear in one of four terms during the period of June 15-August 8, 1975. The recruitment and selection of these children was under the direction of the Statewide Project for the Deaf, and the costs related to their summer camp were secured from other sources and are unrelated to this specific project.

B. Teacher Aide Trainees

A total of sixty-four persons were recruited and selected from over the State of Texas from applicants who were either enrolled in training/educational programs in preparation for career roles related to working with the deaf or hard of hearing; or working in paraprofessional roles with the deaf or heard of hearing; or interested in exploring a career role related to the deaf, hard of hearing, or other handicapped persons. Each of the trainees selected was supposed to have minimal manual communication skills. See Appendix A for a listing of the teacher aide trainees.

The 64 trainees were split into two groups of 32, and each group lived at Camp Honey Bear for approximately four weeks as resident camp counselors for the children. Fifty children plus were in residence during each two-week term. The first two terms (June 15-27 and June 27-July 11) enrolled children ages 7-10, and the last two terms (July 13-25 and July 27-August 8) enrolled children ages 9-12.

Each trainee was enrolled in McLennan Community College and received either four or five semester hours of credit for the four weeks of experience and training (depending upon the trainee's past experience).

All instruction, instructional supplies and materials, tuition and fees were furnished by the project at no cost to the participant trainees.

Camp Honey Bear (Camp La Junta) furnished all lodging and meals to the participants, and these costs were charged to this project. Round-trip transportation to the training site plus personal clothing and toilet items were the fiscal responsibility of each trainee.

C. Staff

A part-time Project Director was employed for three months and a Resident Coordinator was employed full-time for two months. All other staff were provided at no cost to the project.

The Camp Director and assistants, instructors in manual and total communication, and instructors in recreational skills and crafts were provided at no cost by the Statewide Project for the Deaf. Most of these personnel were in residence during the entire operational camp period.

The instruction in child growth and development, behavior modification, management skills and social competency skills was provided by McLennan Community College.

1. Dr. Ann Hanson Garrett, Director, Child Care and Development Program, McLennan Community College, served as the Project Director and also provided the instruction related to social competency skills, behavior modification and managerial skills and other instruction in child growth and development.

B.A. (Science) Mary Hardin-Baylor	1935
B.J. (Journalism) Baylor	1960

M.A. (Psychology) Baylor 1960
Ph.D. (Child Development and Family Living) TWU 1970

1960-66 - Executive Director of Evangelia Home in Waco, Texas

1966-69 - Director of Head Start Program of Waco

1969-71 - Asst. Program Manager for Head Start Supplementary Training at TWU

1971-Present - Director of Child Development Program, McLennan Community College

2. Mrs. Shalia Kay Barr was employed full-time for the period of June 11-August 8, 1975 as Resident Coordinator and provided counsel and assistance to the trainees on a 24-hour basis, assisted the Project Director in instruction and provided liaison and coordination with the Camp Director and other staff.

B.S. (Deaf Education) University of Texas 1973
+ 13 semester hours in special education and field counseling

1973-74 - Teacher in self-contained classroom for the deaf (junior high), Corpus Christi, Texas

1974-75 - Reading resource teacher (elementary), Kermit, Texas

1973-74 - (two summers) Counselor at Camp Trail

3. Other Part-Time Instructors and Staff

Several part-time instructors were provided at no cost to this project by the Statewide Project for the Deaf and were chosen because of their experiences, skills and qualifications. These instructors included: Ms. Joanne Jacobs (deaf), Communication Specialist, Statewide Project for the Deaf and her staff--they were in residence during the entire camp operational period and provided instruction in manual and total communication at several levels. Ms. Bea Harper, Media Consultant, Statewide Project for the Deaf, and Miss Ann Uno were also in residence during the entire camping period and provided

instruction in arts and crafts; the resident staff of Camp Honey Bear and Camp La Junta with the assistance of the teacher aide trainees provided instruction in recreational skills.

III. Instructional Goals and Activities

A. Basic Understanding of Project Organization and Camp Operation

Each counselor-trainee worked directly with the Camp Director and Resident Coordinator in being responsible Monday through Saturday for a particular instructional activity (activities were swimming, canoeing, horseback riding, archery, riflery and nature study).

The Camp Director and Coordinator worked together in orienting the counselors in the organization and operation of Camp Honey Creek. This was a part of the precamp orientation meetings and continued throughout the duration of the eight weeks. Besides formal meetings, the counselors also continued to receive input through individual conferences. See Attachment B for example of counselor orientation schedule.

B. Minimal Competency in Basic Manual Communication Skills

Each counselor-trainee was supposed to have a minimal competency in basic manual communication skills. Some, however, did not feel totally competent in this area and wished to receive additional instruction. All camp communication consisted of total communication, basically sign language and speech. They were all exposed to this 24 hours a day and received additional instruction, both group and individual according to their skills, by the Communication Specialist from the Statewide Project for the Deaf

C. Basic Understanding of Child Care and Development Theories and Principles, Especially As They Relate to The Deaf and Hard Of Hearing

This was one of the main focus points, one of the main topics of discussion at each morning group meeting. Experiences, problems, ideas, and questions were aired at these meetings. Other counselor-trainees contributed their ideas and feelings and helped each other in understanding the child care and development theories involved with the deaf and hard of hearing. Several deaf adults on the staff, counselor-trainees and the Camp Director, contributed their experiences and attitudes.

D. Basic Skills in Behavior Modification Management, Especially As It Relates to The Special Constituency of The Problem and Its Location

Besides the early morning meetings, behavior modification techniques were introduced in individual conferences and through observation. Primary and secondary procedures effective in behavior modification were a part of the instructional program. For example, in the rocky hill country, one of the most common problems was rock throwing by the children. Several counselors were concerned about this, especially after a baby duck was killed by a rock. They discussed it as a group, and several ideas for behavior modification were aired. As a result, each counselor had several approaches for modifying this undesirable behavior.

E. Appreciation and Understanding of The Feelings and Attitudes of Deaf and Hard Of Hearing Adults and Children

The Camp Director of Camp Honey Bear and many of the counselor-trainees were deaf adults, so the hearing counselors found themselves in a deaf-dominated world. It was a new experience for both the deaf and the hearing. Through discussions, formal and informal, group and individual,

both groups came to appreciate their place in society and in Camp Trail. The deaf adults revealed their feelings and attitudes and also relayed feelings they had as children.

Camp Trail was a good place to gain this understanding. Unlike in the actual society, the deaf and hard of hearing had the advantage of being in key leadership positions and also in the majority of the population. All at Camp Trail lived in a "deaf world" rather than a "hearing world." The hearing counselors (and children) learned first hand how it is to live in a world of sign language and visual communication. They appreciated the isolation felt and experienced by the deaf and hard of hearing. The deaf counselors and children felt a certain confidence and satisfaction in existing in a world they could relate to and understand. It was a learning experience in itself.

IV. Project Time Schedule

A. Counselor-Trainees

Group 1, 32 counselor-trainees, reported June 11, 1975, for pre-camp training and activities. Group 2, 32 counselor-trainees, reported July 11 for pre-camp training and activities.

B. Camp Terms

Term 1 - June 15-27
Term 2 - June 27-July 11
Term 3 - July 13-25
Term 4 - July 27-August 8

V. Daily Activity Schedule for Campers

8:00 a.m.	Reveille
8:15	First Call
8:25	Assembly
8:30	Breakfast
9:00	Cabin Clean-Up
9:30	Personal Inspection
10:00	First Period
10:50	Recall from First Period
11:00	Second Period
11:50	Recall from Second Period
12:00 noon	Third Period
12:50	Recall from Third Period
1:00	Lunch (First Call Clean-Up)
1:10	Lunch
1:45	Rest Period
3:30	Scout of the Day report to stable
3:45	Pony Express
4:00	Commissary (pop and candy)
4:30	Fourth Period
5:20	Recall from Fourth Period
5:30	Fifth Period
6:20	Recall from Fifth Period
6:30	First Call (Clean-Up)
6:40	Assembly
6:45	Dinner
8:00	Evening Activity
9:00	Recall from Evening Activity
9:50	Tattoo
10:00 p.m.	Taps and Lights Out

VI. Evaluation and Recommendations

Each student was enrolled in either CHC 460 Special Project or CHC 551 Seminar and Field Work at McLennan Community College. Letter grades were given in these courses based on the quality of performance and learning evidenced by written tests and observation of performance. Each student was

required to attend the early morning meetings. They were also responsible for completing written instruments of evaluation on each child in their particular cabin. They worked both individually and in cabin-counselor groups. These instruments included the physical, emotional, social traits displayed by the children as well as their performance in various recreational activities. The counselors evaluated the children for the first week and then for the second, noting improvement when it occurred. See Attachment C.

A. Results of Counselor-Trainee Evaluations

1. Physical Setting and Facilities

Several building improvements were suggested. Many of the recreational facilities were primitive and will be improved over the years. A large sheltered meeting area is needed and has not yet been constructed.

2. Camping Program for The Children

The White Eagles, an honorary organization, should be elected during the first week of camp, rather than at the end of camp. Then they should have special privileges, such as camp-outs, which will call attention to their organization. Some of the younger children did not understand the significance of the White Eagles.

All of the counselors should make a sincere effort to learn the names of the children at camp. They should not confine themselves only to the children in their cabin. This will be helpful in all instructional, as well as recreational activities and counselor discussion groups.

3. Instructional Program

Some of the counselors were not eager to do the children evaluation forms, and most were not eager to attend the 7:30 a.m. meetings each morning.

It was suggested that there be only three morning meetings during the first week of each session. It was also suggested to have only three meetings during the second week, as the counselors are then more familiar with the children.

4. Expectations

The counselor-trainees felt that their experiences were valuable and beneficial. One counselor said that he "learned what it is to live with kids and what parents probably go through with them. It isn't at all like teaching them." They learned about themselves, children, deafness, camp life, etc. They learned how to work in a situation together, whether deaf or hearing, with not everyone going in a different direction. They learned how to solve problems, to air attitudes, to open their minds, and accept situations. Many of them learned much more than they had imagined possible.

5. Recommendations

a. All counselor-trainees who are involved with Camp Trail should know basic manual communication before coming to camp. They should be competent at least in a beginning level with communication skills advanced enough to converse with deaf adults and children. They

lose a great deal of time if they have to learn it after coming to camp. If the hearing counselors are not comfortable using sign language, then they tend to stay together in small groups, not interacting with their deaf peers.

b. All hearing children who attend Trail should have some pre-camp sign language instruction. They need to be comfortable using it and not look at it as unnecessary. If they are involved in instructional or manual communication experiences, perhaps some two weeks before they attend camp; then they will have some practical exposure to it. They tend to stay with other hearing children if they do not have basic manual communication skills.

c. (1) The deaf and hard of hearing children who attend should be screened more critically. The counselors had no information on these children in terms of areas of disturbance and frustration. Many times the accompanying medical report gave little information and made no mention of the disturbance. The counselor-trainees and instructors were equipped to handle behavior problems and modifications for the deaf and hard of hearing but not specifically for emotionally disturbed deaf and hard of hearing. The presence of these children required special one-to-one counselor attention and sometimes resulted in dissatisfaction or fear on the part of the other children in the cabin.

(2) A screening should also be done in terms of physical handicapped deaf campers. The camp itself was not physically

set up to accommodate wheelchairs. At Trail 1975 there were several deaf-partially sighted, one cerebral palsied child, and one child in leg braces and a wheelchair. The difficulties became evident in the communication between the deaf children, counselors and the deaf-partially sighted children. Often these children were verbal and oral, rather than manual, and they could not understand each other's speech or signs. It was sometimes frustrating for all involved.

(3) The counselors realized that children should/could not be turned down on the basis of their other handicaps. However, the problems should be mentioned. A suggestion was made that if the multiplihandicapped deaf continue to attend Camp Trail, incorporate all of them into one session. If severe emotional problems are evident, the school personnel should consider selecting alternatives rather than sending such a child to camp. There were incidents of excessive biting, screaming, rock throwing, and other things. These interfere with the camp experiences of the rest of the children and exhaust the involved staff.

B. Staff Evaluation and Recommendations

1. Background and Evaluation

The philosophy to involve deaf professionals within the staff structure became a reality this year. Walter Camenisch, who is totally deaf and is a staff person from the State School for the Deaf, served as Camp Director. He was in charge of the day-to-day operations and activities. Larry Graham, owner of the Camp, and Sha Barr, Coordinator of the counselors,

served as consultants to Mr. Camenisch.

Paraprofessionals who were working under the terms of this grant were hearing, partially deaf, and totally deaf. The hearing and the deaf were paired to work together with a designated cabin of children. This gave both individuals a maximum learning situation with opportunities for cooperative and supportive efforts. The counselors were assigned to specific cabins as "home base," and they learned to know the individual requirements and needs of their children very well. They ate at the same table and were together every evening and night.

During the day the counselors had designated activities assigned to them and in this way had contact with all of the children, as these activity periods rotated through five time frames.

Fifty to sixty children spent two weeks in the camp setting. In this way we were able to serve more than 200 children in the eight weeks that the camp was in operation.

An orientation to camp life was held prior to the opening of the facility to the children, but the ongoing inservice training and teaching became the major task for the teacher/coordinator. She met with the counselors each morning to discuss how to handle situations that had developed the previous day. This individual had participated in last year's program and was well aware of the types of problems arising from such an operation.

The youngest children arrived first, and the age was a minimum of seven years. They were encouraged to engage in the full range of activities

even though some were not strong enough to succeed: Example--draw a bow string--shoot an arrow.

The older children arrived the last two weeks of the session, and many of these children had attended previous camp sessions. It was very obvious that they had learned much from their experiences and were able to enjoy camp life in a more relaxed and happy manner.

Parents and children are pleased with the Camping Program and apply to return year after year. There is an obvious increase in self-image and abilities exhibited by the returning campers and the question arises: Should we refine the capabilities of a selected group or serve a greater number by not allowing such a high percentage of returning campers?

2. Recommendations

a. General

1) Those recommendations made at the conclusion of the Trail Project 1974 are still to be considered valid.

Examples: A follow-up study of these paraprofessionals to ascertain the actual and residual effect of this competency-based experience.

2) A more accurate screening of campers should be devised in order that the paraprofessional counselors will not be expected to deal with physical or emotional problems beyond their scope--problems that need professional management.

3) An alternative recommendation would suggest that a psychologist and mental health therapist be on duty at all times, if the camp is expected to deal with children who have severe emotional problems.

b. Specific Recommendations

1) More attention and planning be given to the time schedule each paraprofessional counselor is expected to be on "duty." This is very difficult 24-hour work with little relief.

2) Orientation should be given to the needs of both hearing and non-hearing counselors--how they must "lean" on the skills of each other for the best interest of the children.

3) The hearing counselors need some previous knowledge of communication skills with the deaf and an understanding of their world.

c. Comments and Suggestions from Statewide Project for the Deaf

1) Comments

Again this year, Trail IV was apparently a very successful program. The parent questionnaires were highly complimentary about the total camping experience for their children.

The young people who served as counselors at camp this year from your program were certainly a fine group. Their interest, talents and enthusiasm were of the highest quality. We were most fortunate to have them and McLennan Community College involved in Trail IV again this year.

The position of counselor at camp is most important for the safety and success of the children. The responsibility that these young people assume is a large one and it is most important to provide them with the best preparation possible in order for them to be successful in the endeavor and to benefit from it also.

The interest and leadership of McLennan Community College in providing this opportunity for their students is to be commended.

This participation by you and your staff has enriched our program and helped provide many opportunities for our deaf

children to have worthwhile experiences. We look forward to working with you again in the future.

2) Suggestions for Strengthening Future Training Programs

(a) Persons selected to be counselors have preparation time prior to camp in order to have more information and training. This would relate to:

(1) Specific responsibilities at camp
(2) Camping program activities
(3) Working with deaf and hearing children
(4) Total program and it's purpose

(b) A staff person be at the campsite whose sole responsibility is to help coordinate the counselor program.

(c) Experience at camp to be more like a practicum--with the major instruction given prior to camp. A staff person there during camp to provide guidance, answer questions and assist particularly with child-related problems.

(d) Sign language instruction with ample time provided prior to and during camp.

STUDENT COUNSELORS FOR TERMS I AND II

Enrolled in Child Care and
Development 460 Special Project

David Baker.....Age 23...4610 Avenue B, Austin, Tx
The University of Texas

Ronnie Blanton.....Age 26...8 Oakway, Kerrville, TX 78028
Texas A & I

LaVonzell Clakely.....Age 18...5532 Buston Avenue, Ft. Worth, TX 76119
Educational Aide for Deaf, Tarrant County
Junior College

Kari Cowart.....Age 22...6139 Willow Lane, Dallas, TX 75230
SMU Deaf Education Theater

Walker Estes.....Age 18...3707 Cheyenne, Amarillo, TX 79106
Freshmen, Gallaudet College ('75 grad. TSD)

Mike Gable.....Age 24...7330 LaCasa, Dallas, TX 75240

Jay Kelly.....Age 17...5622 Inwood, Houston, TX 77027
High School graduate 1975

Steve Kepford.....Age 20...616 Long Bow Land, Austin, TX 78704
Sophomore, Gallaudet College (English major)

Robert Killebrew.....Age 48...1627 Gorman, San Antonio, TX 78209
Southwest Texas State University (Special Ed.)

Andrew Layden.....Age 17...2156 Troon Road, Houston, TX 77019
High School graduate 1975

Robert Luther.....Age 19...4971 Cherry Hills, Corpus Christi, TX 78413
The University of Texas

Claud McClenahan.....Age 19...P. O. Box 144, Kerrville, TX 78028
Schreiner Junior College

Robert McElyea.....Age 18...9946 Rockbrook, Dallas, TX 75220
High School graduate 1975

Jane Middleton.....Age 21...5746 Williamston, Dallas, TX 75230
Graduate, Trinity University '75 (Deaf Ed.)

Mark Neundorf.....Age 19...434 Saratoga, San Antonio, TX 78213
San Antonio College

David Nichols.....Age 25...1829 N. Third St., Abilene, TX 79603
Graduate, Texas A & I

Larry Noland.....Age 23...7115 Beechout, Houston, TX 77036
Houston Baptist College (PE major)

Dicque Oliver.....Age 21...126 Adrian, Waco, TX 76706
Mary Hardin-Baylor (Nursing major)

Joe Oliver.....Age 22...126 Adrian, Waco, TX 76706
Graduate, Sam Houston State 1975 (PE major)

Bill Plumb.....Age 22...6049 Wonder Drive, Ft. Worth, TX 76133
Graduate, TCU 1975 (Deaf Education)

Jennifer Ross.....Age 23...2556 S. University Dr., Ft. Worth, TX 76109
Senior, TCU (Deaf Education)

Bonnie Sandy.....Age 21...11310 Piney Point Circle, Houston, TX 77024
Graduate, Trinity University 1975 (Deaf Ed.)

Rosie Serna.....Age 27...501 Havana, Austin, TX 78704
Houseparent TSD (Grad., Tx. School for Deaf)

David Shanley.....Age 19...Box 102, Pearsall, TX 78061
Texas A & M

Victor Stewart.....Age 17...2777 Briarhurst, #5, Houston, TX 77027

David Sturman.....Age 19...7707 Chattingham, Richardson, TX
Texas A & M

John Wilkerson.....Age 17...3318 Longfield Circle, Houston, TX 77042

Robert McElyea.....Age 18...9946 Rockbrook, Dallas, TX 75220

Robert Woody.....Age 22...410 Saddletree, New Braunfels, TX
Graduate, Baylor 1975

Enrolled in Child Care and Development
551 Seminar and Field Work

Dennis Howard.....Age 22...1621 Canterbury Circle, Ft. Worth, TX 76101
Texas Christian University

Iris Sandell.....Age 22...5135 Glenridge Lane, Houston, TX 77045
Student, Gallaudet College (History major)

Connie Sanford.....Age 21...P. O. Box 297, Mineola, TX 75773
Senior, TCU (Deaf Education)

Pam Scurlock.....Age 22...7502 Shady Villa, Houston, TX 77055
Gallaudet College (PE major)

Jon Thomas.....Age 19...129 Young Blvd., Universal City, TX
University of Texas

Holly Warren.....Age 21...2556 S. University, Ft. Worth, TX 76109
TCU (Deaf Education major)

STUDENT COUNSELORS FOR TERMS III AND IV

Enrolled in Child and
Development 460 Special Project

John Beckerdite.....Age 20...1109 Southwest Pkwy. #118, College Station, TX
Texas A & M

David Boring.....Age 21...14011 S.E. 44th Place, Bellevue, WA 98006

Elizabeth Brian.....Age 24...Box 506, Montgomery, LA 71454
Graduate, TCU (Speech Path.), M.A., University
of Oklahoma (Deaf Education)

David Cawthon.....Age 20...11719 Wood Lane, Houston, TX 77024

Valerie Edge.....Age 34...11611 Rampart, Houston, TX 77035
TWU

Sheri Gual.....Age 21...6514 Ridgecrest #208, Dallas, TX 75231
SMU (Deaf Education)

Jim Goddard.....Age 20...602 Inwood, Nacogdoches, TX 75961
Trinity University

Gary Harmon.....Age 25...11023 Forest Valley, Houston, TX
Texas A & M

Steve Harmon.....Age 26...11023 Forest Valley, Houston, TX
Texas A & M

Debra Hejde.....Age 20...Box 30054, Fort Worth, TX
TCU (Deaf Education)

Mark Lovvorn.....Age 21...3821 W. May Cr., Dallas, TX 75214
Baylor University

Dianne Mowen.....Age 21...741 Willowick, Port Lavaca, TX 77979
Senior, Trinity University (Deaf Ed.)

Lynette Pickens.....Age 20...5106 N. Lamar #206, Austin, TX
University of Texas (Deaf Education)

Joli Pinter.....Age 20...Box 3257, SMU. Dallas, TX 75275
SMU (Deaf Education)

Cory Stiles.....Age 26...4040 San Felipe #32, Houston, TX 77027
Graduate, Sam Houston State U., Texas A & M

Brenda Tress.....Age 22...P.O. Box 1303, Gallaudet, Wash., D.C. 20002
Gallaudet College

Robert Tubb.....Age 27...Holiday Park, Ingram, TX

Mike Warren.....Age 19...Box 783, Tahoka, TX 79373
Dallas Baptist College ('75 grad., TSD)

Gary Wiederkeljr.....Age 20...Box 242, Freer, TX 78357
Baylor University

Brenda Yoder.....Age 19...Box 3335 SMU, Dallas, TX 75275
SMU (deaf education)

Jerry Zenor.....Age 35...2536 S. Congress, Austin, TX 78704
Graduate, Gallaudet College (Teacher TSD)

Enrolled in Child Care and Development
551 Seminar and Field Work

Donald Barr.....Age 26...902 Lazy Lane, Kerrville, TX 78028
Graduate, Texas A & M

Jerry Barton.....Age 35...161 Jamaica, Weslaco, TX 78596
Graduate, Texas A & I

Karri Cowart.....Age 22...6139 Willow Lane, Dallas, TX 75230
SMU Deaf Education and Dramatics

Bill Faggard.....Age 19...903 Lake Drive, Kerrville, TX 79028
Schreiner Junior College

David Ferguson.....Age 21...2317 N. 50th St., Waco, TX 76710
Baylor University

Robert Killebrew.....Age 48...1627 Gorman, San Antonio, TX 78209
SWTSU (Special Education)

Dicque Oliver.....Age 21...126 Adrian, Waco, TX 76706
Mary Hardin-Baylor

Joe Oliver.....Age 22...126 Adrian, Waco, TX 76706
Graduate, Sam Houston State 1975

Rosie Serna.....Age 27...501 Havana, Austin, TX 78704
Houseparent TSD (graduate, Tx. School for Deaf)

CAMP TRAIL
COUNSELOR ORIENTATION
1975

Tuesday, June 10

12:00 - 1:00
A. Counselors arrive
B. Cabin assignments
C. Settle in cabins

1:00 - 1:30
Lunch

1:30 - 6:30
Larry Graham will meet you all.

6:30 - 10:00
Bar-b-que Dinner/Get Acquainted

Wednesday, June 11

8:00
Reveille

8:30
Breakfast

9:30 - 12:00
A. Camp Introduction

1. Camp objectives
2. Daily schedule
3. Sunday schedule
4. Evening schedule
5. Overnight campouts schedule
6. Bathing schedule
7. Infirmary checkup schedule
8. Term schedule

B. Camper Classification

1. Girls
   a. Age 7-8, cabins 1 and 2
   b. Age 9-10, cabins 3 and 4

2. Boys
   a. Age 7-8, cabins 5 and 6
   b. Age 9-10, cabins 7 and 8

C. Activity and Class Organization

1. Activity assignments
2. Class schedule
3. Class lists
4. Pre-list class outlines for term
5. Individual activity points

D. Tribe Organizations

1. Tribes
   a. Maltese Cross
   b. Running W

2. Chiefs
3. Warriors
4. Little Chiefs
5. Tribe points system

E. Term Awards

1. All-around brave (one for girls and one for boys)
2. Sportmanship award
3. Warriors
4. Black Eagles
5. Scout of the Day
6. Activity awards
7. Table manners awards
8. Cabin inspection winner
9. Cleanest Camper (one for girls and one for boys)
10. Little Chiefs

1:00 - 1:30 Lunch

1:30 - 2:30 Camp Tour

1. Office
2. "Infirmary"/Commissary/Equipment Place
3. Dining Hall
4. Crafts Shop
5. Riflery Range
6. Shade area
7. Archery Range
8. Open-air theater
9. Spring hole
10. Open area
11. River swim area
12. Swimming pond
13. Campout area
14. Two tribe meeting places
15. Riding area/stables
16. Athletic area
17. Tennis court
18. Bar-b-que area
19. Canoeing area
20. Black Eagles' secret meeting place
21. CIT's peak

2:30 - 6:00 A. Games (counselors play and referee)

1. Softball
2. Volleyball

B. Do your own

1. Swimming
2. Tennis
3. Whatever you want to do

6:30 - 7:00	Dinner
7:00	Child Growth and Development Instruction Total Communication Behavior Modification Skills

Thursday, June 12

8:00	Reveille
8:30	Breakfast
9:30 - 10:30	A. Agenda

1. Flag pole ceremony
2. Cabin cleanup
3. Cabin inspection
4. Personal inspection
5. Rest Period
6. Mail call
7. Commissary time
8. Free time activity
9. Taps (lights out)

10:30 - 1:00	B. A Visit to Camp La Junta
1:00 - 1:30	Lunch
2:00 - 3:00	C. Agenda

1. Infirmary
2. T-shirts
3. Dining Hall duty schedule
4. Mail
5. Laundry
6. Equipment
7. Picture day
8. Time off schedule/sign out sheet
9. Emergency procedure

3:00 - 6:00	Child Care and Development Instruction Total Communication Behavior Modification Skills
6:30 - 7:00	Dinner
7:00	Games

Friday, June 13

8:00 Reveille

8:30 Breakfast

9:30 - 1:00 A. Agenda

1. Special assignments
   a. Sunday School
   b. Flag pole ceremony
   c. Chiefs
   d. Story-telling
   e. Campfires
   f. Swim meets
   g. Track meets
   h. Personal inspectors

B. 2. Groups
   a. Create stories about:
      1) Phantom frog in the creek
      2) Spring hole
      3) Mountain lion
      4) Drinking water by the pond
      5) Flag pole area

   b. Make songs and chants:
      1) Camp Trail
      2) Maltese Cross
      3) Running w
   c. Make plans for the Black Eagles ceremonies
   d. Make plans for the Warriors ceremony
   e. Create tribe initiation rites

3. Class unit plans

1:00 - 1:30 Lunch

2:00 Child Growth and Development Instruction
Total Communication
Behavior Modification Skills

6:30 - 7:00 Dinner

7:00 Games

Saturday, June 14

8:00 Reveille

8:30 Breakfast

9:30 - 10:00	A. Counselor Policies 1. Your conduct in and out of camp 2. Personal appearance and language 3. Use of telephone 4. Parking area 5. Cokes for counselors 6. Use Total Communication at all times
10:00 - 12:00	B. Finalization of all programs and plans
1:00 - 1:30	Lunch

PROFILE PROGRESS REPORT

NAME: AGE: COUNSELOR:
CABIN:

Physical Development:

Large Muscle Skills	Below Average	Average	Above Average
1. First Week			
↳Improvement - Yes or No -			
2. Second Wk.			
↳Improvement - Yes or No -			

Small Muscle Skills	Below Average	Average	Above Average
1. First Week			
↳Improvement - Yes or No -			
2. Second Wk.			
↳Improvement - Yes or No -			

Emotional Development:

Agression	Below Average	Average	Above Average
1. First Week			
↳Improvement - Yes or No -			
2. Second Wk.			
↳Improvement - Yes or No -			

Withdrawing			
1. First Week			
↳Improvement - Yes or No -			
2. Second Wk.			
↳Improvement - Yes or No -			

Circle --Emotional Behavior shown

1. First Wk. - crying...laughing...quiet but happy...boisterous..uncontrollable
2. Second Wk.- crying...laughing...quiet but happy...boisterous..uncontrollable

Social Development:

Cooperates with Others	Below Average	Average	Above Average
1. First Week			
↳Improvement - Yes or No			
2. Second Wk.			
↳Improvement - Yes or No			

Good Team Leader	Below Average	Average	Above Average
1. First Week			
↳Improvement - Yes or No -			
2. Second Wk.			
↳Improvement - Yes or No -			

Specific Skill Development	No Skill	Limited Skill	Improving Skills
Swimming			
1. First Week			
2. Second Wk.			
Horseback Riding			
1. First Week			
2. Second Wk.			
Tennis			
1. First Week			
2. Second Wk.			
Canoeing			
1. First Week			
2. Second Wk.			
Riflery			
1. First Week			
2. Second Wk.			
Athletics			
1. First Week			
2. Second Wk.			

CABIN LISTS
TRAIL 1975

Term I - June 15-17, 1975

Cabin 1
Counselors: Pam Scurlock
Bonnie Sandy
Jennifer Ross

Lisa Carrillo
Lynn Clark
Mary Connor
Rhonda Dukes
Sally Garza
Gina Graves
Gay Schreiber

Cabin 2
Counselors: Iris Sandell
Jane Middleton

Marion Gonzales
Sherry Mayhugh
Jennifer Nesbitt
Vicki Rawlins
Jean Ross
Lisa Verstuyft
Darlena Willingham
Damita Wilson

Cabin 3
Counselors: Connie Sanford
Susan Carter
Karri Coward

Deneen Canteen
Shelley Hoover
Tye Shawn McKay
Shanna Rumsey
Beth Jo Smith

Cabin 4
Counselors: Rosie Serna
Holly Warren

Lisa Achgill
Ethel Alexander
Lisa Arrendondo
Elizabeth Carranco
Cindy Hubert
Felicia Kochinsky
Beatrice Ortiz
Kim Taylor

Cabin 5
Counselors: Dennis Howard
Walker Estes

Rudy Delgadillo
Jeremy Dyes
Tony Fowler
Samuel Hidler
Casey McKinney
David Parsley
Eugene Van DeWalle

Cabin 6
Counselors: Robert Killebrew
Steve Kepford

Timothy Fowler
Darren Hamilton
Brance Long
Paul Meldonado
Gary Deshun Steen
Richard Walker

Cabin 7
Counselors: Jerry Zenor
Lee Clakely

Alfredo Aguilar
Wesley Edmondson
Derek Gambrell
Michael Garza
Michael Goodson
Arthur Grant
Donald Leavenworth

Cabin 8
Counselors: John Huang
Bill Plumb

Don Bankston
Kermit Calvin
Charles Connor
Keith Fowler
Alton Goodson
Richard Kocain
Lupe Pacheco

Term II - June 27-July 11, 1975

Cabin 1
Counselors: Pam Scurlock
Bonnie Sandy
Jennifer Ross

Damriz Garcia
Lori Hill
Nancy Jacobs
Sandra Porter

Cabin 2
Counselors: Jane Middleton
Iris Sandell
Susan Carter

Valerie Baty
Beth Dunn
Mirna Guevara
Laura Prothro
Annie Weathers

Cabin 3
Counselors: Karri Cowart
Connie Sanford

Regina Adams
Dana Bond
Glenna Culbertson
Amy Dunn
Tina Levine

Cabin 4
Counselors: Holly Warren
Rosie Serna

Kim Bussey
Adela Perez
Patty Scott
Mary Southworth
Herlinda Watkins

Cabin 5
Counselors: Walker Estes
Dennis Howard

Gerald Culbertson
Charles Delwates
Donald Dice
Thad Ferguson
Scott Levine
Todd Lindstrom
Tony Webster

Cabin 6
Counselors: Steve Kepford
Dennis Howard

David Jenkins
Nelson Mansell
Oliver Markwirth
Johnny Mills
Christopher Nordstrom
Tommy Rose
Mark Williams

Cabin 7
Counselors: Bill Plumb
Mike Warren

John Baker
Keith Ballinger
Kevin Gibbs
Jason Milligan
George Vaughn
Alex Webster

Cabin 8
Counselors: Lee Clakely
Jerry Zenor

Patrick Burke
Ronald Cook
Rolando Ortega
Reginald Ross
Rudolfo Vela
Armando Villerreal

Cabin 9
Counselors: Mike Shanks
John Huang

Terry Davis
Dale Dullenty
Oscar Gilbreath
Teddy Higgins
Anthony Hufstefler
Mauro Loredo
Kerrick Rawlins

Term III - July 13-25, 1975

Cabin 1
Counselors: Dianne Mowen
Lynette Pickens
Brenda Tress

Andrea Charest
Dora Garcia
Leslie Nunnellee
Lisa Sheppard
Allison Edge

Cabin 2
Counselors: Joli Pinter
Iris Sandell
Brenda Yoder

Geneva Aguilar
Jennifer Bradley
Brenda Clarence
Mary Franklin

Cabin 3
Counselors: Susan Carter
Karri Cowart

Monica Appell
Kim Culbertson
Leticia Ramirez
Lisa Stewart
Virginia Vasquez

Cabin 4
Counselors: Sheri Gual
Debbie Hejde
Rosie Serna

Donna Barlow
Mary Chimelak
Brenda Houston
Ellen Yates

Cabin 5
Counselors: Pat Ellerd
Mike Warren

Phillip Alberty
Dean Emry
Edwardo Garza
Donald Kennedy
Anthony Riojas
Jeff Stracener
John Tyler

Cabin 6
Counselors: Greg Goldstrich
Mike Shanks

Scott Branum
Charles Fey
Jeffrey Gallagher
Anthony Gordon
Malcolm Heller
Mark Hoelscher
Jon Clay Lee

Cabin 7'
Counselors: John Huang
Kirby Marshall

Carlos Arrendondo
Ronald Shipley
Alfonso Sosa
Michael Symons
Lee Treybig
John Wukasch
Ben Zufall

Cabin 8
Counselors: Robert Killebrew

Wade Barlow
Kamon Bussey
Phillip Kurtz
Ken Madeley
Kenneth McAda
Perry Smith
Breck Spain

Cabin 9
Counselors: Randall Feagin
Jerry Zenor

Daniel Balero
Chris Brawner
Wesley Brown
Brent Carrier
Lonnie Evans
Andy Marks
Joseph Rushing
Allen Schneider

Term IV - July 27-August 8, 1975

Cabin 1
Counselors: Dianne Mowen
Brenda Tress

Rose Ammons
Susan Carson
Tracy Caufield
Rhonda Patterson
Sandra Sanders

Cabin 2
Counselors: Joli Pinter
Brenda Yoder

Carol Adams
Melissa Bishop
Connie Courtney
Denise Gregory
Christy Whitley

Cabin 3
Counselors: Susan Carter
Karri Cowart

Robin Carpenter
Sherri Cupit
Shelley Knapp
Lisa Markham
Kim Watts

Cabin 4
Counselors: Debbie Hejde
Rosie Serna

Luann Burkhalter
Rita Ann Duran
Lisa Massey
Judith McCormick
Kelli Williams

Cabin Home
Counselors: Libby Brian
Lynette Pickens

Kim Browning
Ivie Henley
Beverly Hennington
Kathryn Menchu
Lislie Odon
Elizabeth Phillips

Cabin 5
Counselors: Mike Warren
Pat Ellerd

Ricky Delgado
Price Dixon
Oscar Garcia
Randy Long
Patrick Thomas

Cabin 6
Counselors: Mike Shanks

Adam Delgado
Todd Herring
Larry Isom
Jeff Olcay
Larry Phillips

Cabin 7
Counselors: John Huang
Kirby Marshall

Jerry Isom
Joe Jiminez
Ronald Meeks
William Monteleome
Matt Montgomery
Roger Osborne

Cabin 8
Counselors: Robert Killebrew

Bobby Adams
Mark Childers
William Ferguson
Jerry Wilson

Cabin 9
Counselors: Larry Noland
David Shanley

Mitch Ballard
Steve Campbell
Bruce Falke
Mike Jacobs
Reynaldo Perez
Lamar Stewart

SAMPLE ACTIVITIES MATRIX

(Showing Activities, Cabins, Days
for Term III)

	First Period	Second Period	Third Period	Fourth Period	Fifth Period
Activities	MWF / TThS	MWF / TThS	MWF / TThS	MWF / TThS	MWF / TThS
Swimming	5 & 6 / 5 & 6	7 & 8 / 7 & 8	3 / 4 & 9	1 & 2 / 1 & 2	4 & 9 / 3
Canoeing	CIT / 9	5 / 6	7 / 8	4 / 3	1 / 2
Crafts	9 /	4 / 3	5 / 6	7 / 8	2 / 1
Tennis	1 / 2	CIT / 9	4 / 3	5 / 6	7 / 8
Riding	4 / 3	9 / CIT	2 / 1	8 / 7	5 / 6
Athletics	3 / 4	2 / 1	8 / 7	9 /	6 / 5
Nature	2 / 1	3 / 4	9 /	6 / 5	8 / 7
Archery	8 / 7	1 / 2	6 / 5	/ 9	3 / 4
Riflery	7 / 8	6 / 5	1 / 2	3 / 4	CIT / 9

SAMPLE OF TRAINING MATERIALS USED

1. We believe that a problem child acts the way he does, not because he was born that way, but because he was_____to behave that way.

2. Most of what we see other people doing represents something they have learned. Talking, dressing, playing, and working at tasks are all things that are learned. It is also true that whining, fighting, or temper tantrums are _____.

3. People, whether they realize it or not, are teaching each other all the time. They CHANGE each other. Psychologists use the term "social learning" to describe the ways people te_____ or ch_____each other.

4. Scolding and spanking are things that most parents learn to do at one time or another. It is also true that kissing, praising and hugging are things that parents_____to do.

5. Social learning is what we learn by associating with people. A social learning approach would suggest that if a child has been taught to misbehave he can also be taught to_____.

6. One of the most important things involved in this kind of learning is something that parents and teachers have known for thousands of years, but it has seldom been used very well. This first simple idea involved the use of rewards or positive reinforcers. As we use the words here, a reinforcer and a_____are about the same thing.

7. Food and money are not the only important rewards. Other kinds of reinforcers are far more effective. One of the most powerful reinforcers for a child is the love, interest, and attention of his mother and father. Listening to the child, hugging him, smiling at him, or talking to him are all_____, the kind that are given thousands of times every day to most children at home and at school.

8. When you are talking, your friends reinforce you by being a good listener. In this case, their_____is a positive reinforcer.

9. Behavior that is followed by a positive reinforcer, will occur more frequently in the future. If Karl's mother praised him each time he put his toys away, it is more likely that Karl will put his_____ _____ in the future.

10. There are many rewards you could use in such a situation that would strengthen the behavior you want. For example, you could simply smile and say "Thank you." Or you could give a hug or a piece of candy. All of these are positive_____that you can use to teach a child.

11. To teach a person to respond in a desired way, we give him positive reinforcement for the desired_____.

12. The difficult thing is to be consistent and continue reinforcing the desired behaviors. For example, it is hard to remember to tell your child (or student or husband) that you appreciate his hanging up his coat. The problem

is that most of us tend to take desirable behavior for granted rather than remembering to_____it.

13. If a response isn't reinforced once in awhile even after it is learned, it is likely to be weakened. Positive reinforcers are necessary not only to teach a person new behaviors but also to keep the_____he has learned.

14. Don't take good behaviors in your child or student for granted. Remember to_____him once in awhile.

15. If a response is never reinforced, it will be weakened. If a young child worked very hard to keep his room straight and no one ever commented or noticed his efforts, then it is very likely that this behavior would be _____.

16. If all the family stopped laughing at the baby when he smeared food, the action would eventually_____.

17. Each morning on your way to work you see an elderly man working in his garden. You say, "Good morning." He never looks up or says anything to you. After several days of this you would probably_____speaking to him every morning.

18. For the child, IMMEDIATE rewards are the most effective. The most common mistake adults make in using reinforcers is waiting too long after the child has acted before they get around to reinforcing him. To use rewards most effectively, the parent or teacher should reinforce a child_____ after he shows the desired behavior.

19. One mother waits five minutes to tell her son that she appreciated his hanging up his coat. A second parent reinforces her son two seconds after he hung up his coat. The boy most likely to hang up his coat in the future is the one who was reinforced after_____ _____.

20. The most complicated social behaviors can be broken down into small steps. One of the goals of this book is to teach parents and teachers how to reinforce a child as he works on each of these smaller steps. Many parents seem to want to wait until the child has climbed the whole mountain before they will get around to giving him a _____.

21. There are thousands of small steps involved in learning to be a "good child" or a "good student." When learning a new behavior the reinforcer should be given for each of the_____steps along the way rather than as a prize at the very end.

22. Suppose the teacher says that yourson Bill is not a very good student or that he is an "underachiever." What can you as a parent do about it?

As a parent you have three problems to work out. First, how can you break the problem down into small steps? Next, how are you going to reinforce Bill as quickly as possible? Third, what kind of_____will you use for completing each step?

23. You might begin by getting Bill to talk to you about school. Many parents make the mistake of asking their children about school and then when the child starts to tell them about it, the parent does not listen. In other words, they ask for the behavior and then they_____ _____reinforce it when it occurs.

24. Some parents wait until their child brings his report card home and reinforce him with money or approval for getting good grades. This is not a good way to teach a young child to pay attention at school. He has to wait too long to receive the_____and the steps he must take to earn the reinforcer are too_____.

25. Earlier we said that to strengthen a new behavior a reinforcer must be given often and given_____after the response.

26. Now we are saying that to teach a child a new behavior you must reinforce him for _____ _____step along the way to whatever goal you are working toward.

27. One reason that "bribes" do not ordinarily work in teaching children is that parents make the steps required to earn the bribes too_____.

28. Joey is told that is he "behaves" all week long, he will get a reward of one dollar. This probably will not work because he must first learn to behave for one whole hour, than a whole_____, then a whole week.

29. Let's suppose a father says to his son who is failing in school, "If you get a C in composition next month, I'll give you a dollar." It is unlikely that the reinforcer will be very effective because it is too_____a step from failure to a C for almost any child.

30. It might be better to cash in the dollar bill for 100 pennies. The pennies could be used as reinforcers, and one penny could be given for each_____ the child makes in the desired direction.

31. If a child stops working, you can assume that the steps are not the right size or the reinforcer is too weak. If the child acts bored, it probably means he is not receiving enough_____for his effort.

32. Now, let's summarize the points: Behaviors that are reinforced are _____.

33. If, when the child responds, the reinforcements do not occur, than behavior is_____.

34. When a new behavior is being taught, reinforcement should be given _____after the behavior occurs.

35. The reinforcements should be given at first for small steps and later for_____steps.

36. Positive reinforcers are used differently early in the training program than they are when the child already has learned the desired behavior. For example, if you were beginning to teach a child to "mind," you would try to reinforce him_____time he minds you.

37. However, once he begins to mind you fairly well, it would then be necessary to reinforce him only every third time. Later still, he might mind you several times without your reinforcing him for it. If you forget and never reinforce him for minding, that behavior will be_____.

38. Social reinforcers are "small" events that happen to a child thousands of times each day. Slowly, as a result of these events, the child acquires a "personality." Unless you learn to observe what it is that a child is being reinforced FOR, you will probably not understand how the child_____ that personality.

39. Everyone, children and adults alike, must receive a minimal amount of social reinforcement. If they do not, people are likely to feel somewhat depressed. The adult or child who receives little or no social reinforcement from anyone would eventually become a rather depressed individual. Many housewives are in this situation because they are provided with very little _____ _____. The reason for this is that children do not often reinforce mothers; and husbands are often too busy with their jobs.

40. By screaming and shouting, she does influence the behavior of her husband and children. Gradually, however, she must use it so often that the other people in the family may begin to avoid her. She then gets even fewer _____ _____.

41. As a result, she feels even more depressed and angry. In this unhappy situation the_____trains her family to avoid her. They in turn teach her to act like a fishwife.

42. One of the ironic things about most of us, as parents and teachers, is that we sometimes strengthen behaviors that we don't like and sometimes_____ behaviors that we do value in our children.

43. For example, Sally is playing with her brother. She wants the toy he is playing with. She whines and says, "Give me that toy." Her brother doesn't give her the toy; so she whines louder. Mother gets upset about the noise and tells the brother to give Sally the toy. In this situation, Sally was being reinforced for_____.

44. Probably much for the training of children is done accidentally. The fact that a child has temper tantrums or some other undesirable behavior does not mean that he has "bad" parents who don't love him, or who spanked him too often, or who frustrated him too much. The child has temper tantrums because of poor_____not because of "disturbed parents."

45. Once you realize who does the reinforcing and when it occurs, it should be possible to weaken undesirable behaviors and to strengthen socially_____ behaviors. To make those changes you must first become aware of what the reinforcers are, and of when and how often you use them to strengthen behaviors.

Excerpts from: LIVING WITH CHILDREN, New Methods for Parents and Teachers.
Gerald R. Patterson and M. Elizabeth Gullion

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 20 1976

CLEARINGHOUSE FOR JUNIOR COLLEGES